

Sequence of activities based on a storybook for the first and second year of Primary Education

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Title: Sequence of activities based on a storybook for the first and second year of Primary Education.

Abstract

This article shows teachers a sequence of activities based on a storybook as a way to teach English. As we know, children love stories, and we can take advantage of this to design enjoyable but useful activities in our lessons. However, before using storybooks to teach English, we must analyze them in detail, in order to make appropriate changes to direct the pupil's attention to the specific topic we want to teach them.

Keywords: Storybook, story, didactic unit, activities, games, songs

Título: Secuencia de actividades basadas un cuento para niños y niñas de primero y segundo curso de Educación Primaria.

Resumen

Este artículo muestra a los maestros una secuencia de actividades para enseñar inglés, basadas en un cuento. Como sabemos, los niños adoran las historias, por lo que podemos aprovecharnos de ello para diseñar actividades divertidas, pero a la vez útiles en nuestras clases. Sin embargo, antes de utilizar los cuentos para enseñar inglés, debemos analizarlos con detenimiento, con el objetivo de realizar cambios apropiados para dirigir la atención de los alumnos en el tema específico que queramos enseñarles.

Palabras clave: Cuentos, historia, unidad didáctica, actividades, juegos, canciones.

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INTRODUCTION

The next sequence of activities are based on the storybook "The Pig in the Pond" specifically on the topic of "animals" and it is for the first cycle, particularly for the first year. The topic is appropriate and motivating for pupils of that age, as it connects directly with their real life and their interests, because children love animals. However, I've had to make some changes in order to direct the pupil's attention to the specific topic and to make it easier for them to understand the story.

In the first place I have cut out the last part of the story, which is about the topic "clothes" because I think it is an unimportant part, which is about a different topic and consequently, it could divert the pupil's attention from the main aim, which is the knowledge of animals. I don't believe it would be adequate to mix both of them, and even less to finish the story with a different topic. Instead, I've decided to provide a key role to the animals by introducing their names and the onomatopoeia, and by repeating the vocabulary to help pupils to understand the story and so that they can remember it later. At the same time, this is a way to encourage the pupils' participation in the story because it will help them to predict what it will happen next and it will build up their confidence.

I've also simplified some grammatical structures that appear on the story, because I haven't considered them appropriate for children of that age. For instance, the genitive saxon.

I think those changes, together with the sequence of activities which I propose, will help to the pupils' understanding of the story and a real knowledge of the topic.

LINGUISTIC CONTENTS WHICH WILL BE WORKED THROUGH THE STORYBOOK

LANGUAGE FUNCTIONS	LINGUISTIC EXPONENTS	VOCABULARY
To answer questions about animals.	What animal is it?	Pig, duck, cow, sheep, horse, rooster, cat, dog
To express their likes about animals	It's a (pig)	
To talk about things with happen through the story relating to animals	Is this animal a (cow)?	
To predict what is coming next in the story about animals	No, it's a (sheep)	Animal, pet
	Do you like (cats)?	
	Yes I like cats	
	The (duck) said ("quack, quack")	
	The (cow) shout, the pig is in the pond!	Farm, pond
	The (sheep) went in water	

ACTIVITY 1. WARM-UP

1'

AIM: Prepare and motivate the pupils to start the lesson with a positive attitude.

DESCRIPTION:

Step 1: The teacher asks the pupils different routine questions about things they already know.

Step 2: The teacher tries the children to be prepared to the next activity.

LANGUAGE EXAMPLE:

T: Hello everybody! How are you today?

SS: I'm fine, thank you!

T: I'm glad about that! What's the weather like today?

SS: It's sunny!

T: Yes, it's sunny! Is it hot or cold today?

SS: It's hot!

T: Yes, it's hot! What day is today?

SS: Today is Friday!

T: Yes, today is Friday!

ACTIVITY 2. SETTING

3'

AIM: Focus the student's attention on the topic they are going to learn and trying to connect the story with their personal experience.

DESCRIPTION:

Step 1: The teacher explains they're going to visit an animal farm next week.

Step 2: The teacher asks the pupils some questions about the topic of animals.

Step 3: The teacher say they're going to listen to a story about animals.

LANGUAGE EXAMPLE:

T: Ok children, today is Friday. Next week we're going to visit an animal farm.

Do you know what an animal farm is?

SS: An animal farm? No...

T: It's a place in which there are a lot of animals.

SS: Animals!

T: Yes, animals. Do you like animals?

SS: Yes.

T: Yes, I like animals. Can you repeat?

SS: Yes, I like animals

T: Well done. What kind of animals do you like?

SS: Mmmm

T: Ok, this is my pet. It's a cat (the teacher show them a teddy cat) Do you like cats?

SS: Yes.

T: Yes...mmm (the teacher moves his/her finger around itself in front of his/her mouth)



SS: Yes I like cats.

T: Have you got a cat?

SS: Yes!

SS: No!

T: Can a cat speak?

SS: Speak? No! Jajaja

T: Well, a cat can speak its own language. A cat says "miaow, miaow"

SS: Ah...jajaja

T: The cats and other animals live in a farm.

Do you know what kind of animals live in the farm?

SS: What animals? No...

T: Ok, let's discover! Now you're going to listen to a story.

It's about some animals who live in a farm.

ACTIVITY 3. STORY PRESENTATION

10'

AIM: Present new contents about animals by telling a story to pupils.

MATERIAL: Finger puppets, animal farm.



DESCRIPTION:

Step 1: The teacher asks pupils to sit down on the floor around him/her, making sure everyone can see his/her face and the finger puppets he/she is going to use to do that.

Step 2: The teacher asks pupils a question which they will answer after listening to the story, in order to direct their attention to the topic of animals.

Step 3: The teacher tells the story by using animals' finger puppets so that pupils can understand it in a better way. At the same time, he/she encourages the pupils' participation to motivate them and checks they are following the story.

TEXT OF THE STORY / LANGUAGE EXAMPLE:

T: Ok Children, in this story you will discover what animals live on the farm. Pay attention because you will tell me that when the story finishes. Ok?

SS: Yes!

T: Ok look at me (the teacher points to his/her eye)

Listen to me (the teacher points to his/her ear) *Are you ready to start?*

SS: Yes!

T: Ok let's start!



Once upon a time a pig (the teacher shows the pig's finger puppet) *lived on a farm with a pond* (the teacher points to the farm and the pond)

It was hot (the teacher makes the gesture of fanning)

The sun shone in the sky (the teacher points to the sky)

The pig sat in the sun (the teacher makes the gesture of sitting and looking at the sun)

The pig said "Oink, oink" (the teacher shakes the pig's finger puppet)

What did the pig say? Repeat with me! (the teacher moves his/her finger around itself in front of his/her mouth) *The pig said "Oink, oink"*

SS / T: (the teacher points to the pupils) *The pig said "Oink, oink"*

T: The pig saw (the teacher points to his/her eye) *a duck* (the teacher shows the duck's finger puppet) *on the water.*

The duck said "Quack, quack" (the teacher shakes the duck's finger puppet)

What did the duck say?

SS / T: (the teacher points to the pupils) *The duck said "Quack, quack"*



T: *The duck wasn't hot* (The teacher shakes one's finger from right to left to deny and making a gesture of fanning) *on the water in the pond* (the teacher point to the pond)

The pig looked at the pond (the teacher points to his/her eye and the pond)

The duck said "Quack, quack" (the teacher shakes the duck's finger puppet)

What did the duck say?

SS / T: (the teacher points to the pupils) *The duck said "Quack, quack"*

T: *The pig said "Oink, oink"* (the teacher shakes the pig's finger puppet)

What did the pig say? The pig said "Oink, oink"

SS / T: (the teacher points to the pupils) *The pig said "Oink, oink"*

T: *The pig was sad* (the teacher makes a gesture of sadness) *because pigs don't swim*



(The teacher shakes one's finger from right to left to deny and making the gesture of swimming)

The pig sat in the sun getting hotter and hotter (the teacher makes the gesture of sitting, looking at the sun, fanning and wiping the sweat)

The pig said... What did the pig say?

SS / T: (the teacher points to the pupils) *The pig said "Oink, oink"*

T: *The pig looked at the water* (the teacher points to his/her eye and the pond)

The duck said. (the teacher shakes the duck's finger puppet) *What did the duck say?*

SS / T: (the teacher points to the pupils) *The duck said "Quack, quack"*

T: *The pig said... What did the pig say?*

SS / T: (the teacher points to the pupils) *The pig said "Oink, oink"*

T: *The pig stood up from the floor and turned round and round* (The teacher turns round and round) *stamping his trotters* (the teacher stamps one's feet) *and twirling her tail* (the teacher shakes his/her ass)

SS: jajaja

T: *And. What do you think happened?* (the teacher points to the pupils and he/she points his/her ear)



SS: *Go water?*

T: *Yes, well done! The pig went in water! The pig swam!* (the teacher moves both arms making the gesture of swimming)

SS: *The pig swam! Jajaja*

T: *The duck said...* (the teacher shakes the duck's finger puppet) *What did the duck say?*

SS / T: (the teacher points to the pupils) *The duck said "Quack, quack"*

T: *The duck shouted...the pig is in the pond! The pig is in the pond!*

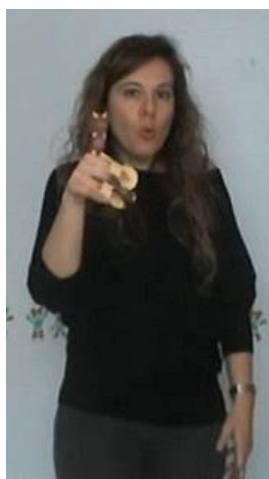
What did the duck shout? The duck shouted ...the pig is in the pond! The pig is in the pond!

SS / T: (the teacher points to the pupils) *The duck shouted...the pig is in the pond!*

The pig is in the pond!

T: *All the animals in the farm shouted...The pig is in the pond! The pig is in the pond!*

What did the the animals in the farm shout? The animals in the farm shouted...The pig is in the pond! The pig is in the pond!



SS / T : (the teacher points to the pupils) *The animals in the farm shouted the pig is in the pond! The pig is in the pond!*

T: *The cow said "Moo, moo!"* (the teacher shows the cow's finger puppet)

What did the cow say?

SS / T : (the teacher points to the pupils) *The cow said "Moo, moo"*

T: *The cow shouted...the pig is in the pond!The pig is in the pond!*

(the teacher shakes the cow's finger puppet) *What did the cow shout?*

SS / T : (the teacher points to the pupils) *The cow shouted...the pig is in the pond! The pig is in the pond!*

T: *The sheep said "Baa, baa"* (the teacher shows the sheep's finger puppet)

What did the sheep say?

SS / T : (the teacher points to the pupils) *The sheep said "Baa, baa"*

T: *The sheep shouted...the pig is in the pond!The pig is in the pond!* (the teacher shakes the sheep's finger puppet) *What did the sheep shout?*

SS / T : (the teacher points to the pupils) *The sheep shouted...the pig is in the pond! The pig is in the pond!*

T: *The horse said "Neigh, neigh"* (the teacher shows the horse's finger puppet)

What did the horse say?

SS / T : (the teacher points to the pupils) *The horse said "Neigh, neigh"*

T: *The horse shouted...(the teacher shakes the horse's finger puppet)*

What did the horse shout?

SS / T : (the teacher points to the pupils) *The horse shouted...the pig is in the pond!*

The pig is in the pond!

T: *The rooster said "Cock a doodle doo, cock a doodle doo"* (the teacher shows the rooster's finger puppet)*What did the rooster say?*

SS / T : (the teacher points to the pupils)

The rooster said "Cock a doodle doo, cock a doodle doo"

T: *The rooster shouted...(the teacher shakes the rooster's finger puppet)*

What did the rooster shout?

SS / T : (the teacher points to the pupils) *The rooster shouted...the pig is in the pond!*

The pig is in the pond!

T: *The dog said...(the teacher shows the dog's finger puppet)*

What did the dog say?

SS / T : (the teacher points to the pupils) *The dog said "Woof, woof!"*

T: *The dog shouted...(the teacher shakes the dog's finger puppet)*

What did the dog shout?

SS / T : (the teacher points to the pupils) *The dog shouted...the pig is in the pond!*

The pig is in the pond!

T: *The cat said...(the teacher shows the cat's finger puppet)*



What did the cat say?

SS / T : (the teacher points to the pupils) *The cat said "Miaow, miaow"!*

T: *The cat shouted...* (the teacher shakes the cat's finger puppet)

What did the cat shout?

SS / T : (the teacher points to the pupils) *The cat shouted...the pig is in the pond!*

The pig is in the pond!

T: *All the animals come to see the pig in the pond*

All the animals were hot (the teacher makes the gesture of fanning)

The cow (the teacher shakes the cow's finger puppet) *looked at the water, and then...What do you think happened?*

SS: *Go water?*

T: *Yes, well done! The cow went in water!*

The sheep (the teacher shakes the sheep's finger puppet) *looked at the water, and then...What do you think happened?*

SS: *Went water?*

T: *Yes, well done! The cow went in water!*

The horse (the teacher shakes the horse's finger puppet) *looked at the water, and then...What do you think happened?*

SS: *Went in water?*

T: *Yes, well done! The horse went in water!*

The rooster (the teacher shakes the rooster's finger puppet) *looked at the water, and then...What do you think happened?*

SS: *Went in water?*

T: *Yes, well done! The rooster went in water!*

The dog (the teacher shakes the dog's finger puppet) *looked the water, and then...What do you think happened?*

SS: *The dog went in water!*

T: *Yes, well done! The dog went in water!*

The cat (the teacher shakes the cat's finger puppet) *looked the water, and then...What do you think happened?*

SS: *The cat went in water!*

T: *Yes, well done! The cat went in water!*

All the animals in the farm went in water in the pond!

And this was the story of the pig in the pond.

Did you enjoy the story?

SS: *Yes!*

ACTIVITY 4. CHECKING

3'

AIM: Check what students remember from the story "The Pig in the Pond"

DESCRIPTION:

Step 1: The teacher ask pupils some display questions about the story to check what they remember about it.

Step 2: The teacher praises their correct answer or he/she corrects their mistakes.

LANGUAGE EXAMPLE:

T: Ok children let's see what you have understood

What animal is it? (the teacher shakes the pig's finger puppet)

SS: A pig!

T: Yes, very good! A pig.

What did happen to him?

SS: Mmmm

T: Was the pig cold?

SS: Cold? No

T: Was the pig hot?

SS: Yes, the pig was hot.

T: Yes, well done. The pig was hot.

Was the duck hot (the teacher shakes the duck's finger puppet)

SS: No.

T: Was the duck cold?

SS: Yes, the duck was cold.

T: Very good! The duck was cold because the duck went in water.

What did the pig want?

SS: Mmmm

T: Did the pig want to go in water?

SS: Water, yes.

T: Very good...and...did the pig go in water?

SS: Yes

T: Well done.

Did the pig swim?

SS: Yes, swim, jajaja

T: Very good! And what about the other animals?

SS: Mmmm

T: Were the other animals cold?

SS: Cold? No.

T: Were the other animals hot?

SS: Yes, hot.

T: Did they want to go in water?

SS: Yes.

T: And at the end...did the other animals go in water?

SS: Yes.

T: Ok well done. You remember the story.

ACTIVITY 5. RECOGNITION

3'

AIM: Enable students to recognize the vocabulary about animals presented in the story "The Pig in the Pond" through visual stimuli.

DESCRIPTION:

Step 1: The teacher shows pupils flashcards of animals and ask them what animal is it.

LANGUAGE EXAMPLE:

T: Ok children, let me see if you remember what animals live in the farm.

What animal is it? (the teacher shows them a flashcard with a pig)

SS: It's a pig

T: Ok, well done!

What did the pig say?

SS: The pig said "Oink, oink"

T: Very good!

What animal is it? (the teacher shows them a flashcard with a sheep)

SS: It's a cow

T: Are you sure?

SS: Mmmm

T: Ok what did the animal say?

SS: The animal said "Baa, baa"

T: Well done, but the cow said "moo, moo"

This is a cow (the teacher show them a flashcard with a cow)

So, is this animal a cow? (the teacher show them the flashcard with a sheep again)

SS: No, no, it's a sheep.

T: Very good!

.....

(The interaction carries on until the teacher shows all the flashcards so that the pupils identify all the animals)

ACTIVITY 6. INSTRUCTIONS / DEMONSTRATION

3'

AIM: Give instructions to do the next activity which is to play a game.

DESCRIPTION:

Step 1: The teacher tells pupils they are going to play a game.

Step 2: The teacher explain the instructions to play the game step by step and check the pupils' understanding.

Step 3: The teacher chooses a pupil to exemplify the game.

LANGUAGE EXAMPLE:

T: Ok children, listen to me, look at me. Now we're going to play a game in pairs.

Do you want to do that?

SS: Yes.

T: Ok, very good. Here you have got an animal farm (the teacher shows them his/her animal farm) and some flashcards of animals (the teacher shows them his/her flashcards) like me. Can you see them?

SS: Yes

T: Ok, put your animal farm on the table and take your flashcards, like me.

(the teacher does the action) Can you understand?

SS: Yes.

T: Ok, please, look at the flashcards. You have the descriptions of each animal. For example, choose the flashcard of the cow and look at it please. (the teacher shows them the flashcard) Can you see it?

SS: Yes.

T: Ok a cow is white and black, a cow has got two ears, can you see them?

SS: Yes

T: A cow has got two horns. Can you see them?

SS: Yes

T: A cow has got four legs, a cow has got a tail, a cow has got a teat.

Can you see them?

SS: Yes

T: Ok...a cow says "moo, moo" Can you understand?

SS: Yes.

T: Ok, to play the game you have to give some clues to your friend and he or she has to guess what animal is it without he or she looks at the flashcards. For example Juan please, come with me:

*My animal is pink
My animal has got a tail
My animal has got two ears
My animal has got four legs
My animal has got a snout
My animal says oink, oink
What animal is it?
Juan: Is it a pig?*

T: Yes, very good! It's a pig! Ok, Juan has guessed what animal is it. So I have to give him the animal from my farm (the teacher removes the pig from his/her farm)

Juan you can put the pig on your farm (the teacher put the pig on Juan's farm)

Can you understand?

SS: Yes.

T: Ok let's try a different animal.

*My animal is yellow
My animal has got a wing
My animal has got two legs
My animal says "Cuack, cuack"
What animal is it?
Juan: Is it a rooster?.*

T: No, it isn't. I'm sorry Juan, It's a duck. Now, you have to give me your duck. (the teacher removes the duck from Juan's farm)

Can you understand?

SS: Yes.

T: Ok, if you lose all your animals, you lose the game and you mate wins the game.

Can you understand?

SS: Yes.

T: Ok, let's play!

ACTIVITY 7. GAME

10'

GAME: My animal farm.

TEACHING FOCUS: Practising the vocabulary relating to animal farm by using linguistic exponents which have been worked previously.

ORGANISATION: Pairs.

MATERIALS: An animal farm and flascards of animals for each pupil.

LUDIC PRINCIPLES: Communicative, competitive, memory.

GAME TYPE: Language practice.

PROCEDURE: The teacher give the material to each pupil an explain the game. Every pupil has an animal farm with eight animals which are attached with velcro. They also have flascards of animals which contains their onomatopoeias on the one side, and their names and descriptions on the other side. One of the pupils starts the game by giving clues (descriptions and onomatopoeia) to the other so that he/she gesses what animal is it. If the pupil guesses it, he/she gets the animal for his/her farm. If the pupil doesn't guess it, he/se has to give the same animal from his/her farm, to the other pupil. The pupil who losses their animals first, loses the game.



OBJECTIVES

1. Interact with their mates by asking and answer questions about animals.
2. Describe animals.
3. Associate the onomatopoeias with the corresponding animal.
4. Respect turns and rules to play a game.
5. Show a positive attitude towards the use of English in class.

LINGUISTIC CONTENTS WHICH WILL BE WORKED THROUGH THE GAME

LANGUAGE FUNCTIONS	LINGUISTIC EXPONENTS	VOCABULARY
To interact with their mates to follow the rules of the game	It's (my / your) turn Give me your (pig) Take my (sheep)	Turn, winner
To describe animals to give clues to their partner	I am the winner I have lost My animal is (yellow)	Pink, brown, grey, yellow, White, black
To ask and answer questions to identify animals.	My animal has got (a beak) My animal says ("cuack, cuack") Is it a (sheep)? No. It isn't. It's a (dog)	Wing, beak, leg, tail, snout, comb, ear, horn, whiskers, teat Dog, duck, cow, sheep, horse, rooster, cat, dog

EXAMPLE OF PUPILS' INTERACTION:

SS (A): *It's my turn*

SS (B): *Ok*

SS (A): *My animal says is pink*

My animal has got two ears

"Oink, oink"

What animal is it?

SS (B): *Is it a duck?*

SS (A): *A duck? No! It's a pig!*

Ok give me your pig

SS (B): *Ok, here you are my pig.*

It's my turn

My animal says "Baa, baa"

What animal is it?

SS (A): *It's a sheep*

SS (B): *Yes, it's a sheep.*

Ok, take my sheep.

It's your turn.

SS (A): *Thank you.*

.....

(The pupils carry on with the game until one of them losses all his/her animals)

.....

SS (A): *I am the winner!*

I have got all yours animals.

SS (B): *Oh...yes...I have lost!*

ACTIVITY 8 INSTRUCTIONS

2'

AIM: Give instructions to do the next activity which is to sing a song.

DESCRIPTION:

Step 1: The teacher tells pupils they are going to sing a song about animals who live in the farm. First they are going to sing it without music at least twice, and after that, they are going to sing it with music.

Step 2: The teacher explains them that they will have to do different actions with each animal.

LANGUAGE EXAMPLE:

T: *Ok children,listen to me, look at me. Now we're going to sing a song.Do you want to do that?*

SS: *Yes.*

T: *Ok. The song is about animals who live in the farm.*

Do you remember some of them?

SS: *Yes.*

T: *Ok. Do you remember what do they say?*

SS: *Yes.*

T: *Very good!*

As you already know, each animal is different. So we're going to do different actions for each one. Can you understand?

SS: *Yes.*

Ok. First we are going to sing the song without music twice and after that, we are going to sing it with music. Can you understand?

SS: *Yes.*

T: *Ok. Listen to me, look at me and do the actions like me. Ok?*

SS: *Ok!*

ACTIVITY 9 SONG PRESENTATION

6'

AIM: Practise the contents previously learned by singing a song and do different actions to represent each animal.

DESCRIPTION:

Step 1: The teacher sings and do the action without music and he/se asks pupils to repeat with him/her and do the actions. The teacher repeat the song twice.

Step 2: The teacher and the pupils sing the song and do the actions with music.

LINGUISTIC CONTENTS WHICH WILL BE WORKED THROUGH THE SONG

LANGUAGE FUNCTIONS	LINGUISTIC EXPONENTS	VOCABULARY
To say hello and goodbye To sing a song about animal farm.	Hello Goodbye See you soon	Dog, duck, cow, sheep, horse, rooster, cat, dog

LYRIC OF THE SONG.

Title: "My animal farm"

Hello, hello, we are animals (gesture of waving)

Hello, hello, we are in the farm (join hands in form of triangle)

I am a pig (up your nose with your finger) "oink, oink"

I am a duck (hand in front of your mouth gathering and separating the thumb with the other fingers) "quack, quack"

I am a sheep (curl up your hair with your finger) "baa, baa"

I am a cow (gesture of milking the teat) "moo, moo"

Hello, hello, we are animals (gesture of waving)

Hello, hello, we are in the farm (join hands in form of triangle)

I am a horse (bare your teeth) "neigh, neigh"

I am a cat (touch your moustache with the index finger of each hand) "miaow, miaow"

I am a rooster (open hand behind the head like a comb) "cock a doodle do" "cock a doodle do"

I am a dog (index finger of each hand next to your head like dog ears) "woof, woof"

Goodbye see you soon, we are animals (bye gesture with your hand)

Goodbye see you soon, we are in the farm (join hands in form of triangle)

If you want to know

How we can speak

Sing the song with us

Listen and repeat (point to your hear and moving your index finger around itself in front of your mouth)

Now you already know

How we can speak

Now we can we friends (hug yourself)

Friends forever

Goodbye see you soon! (bye gesture with your hand)

FINAL THOUGHT

Through motivating activities which encourage pupils' use of the English language, and being active in the classroom, they can really learn. It's important that the teacher speaks in English in the classroom while using gesture to facilitate pupils' understanding. So we should not be tempted to speak Spanish and be aware that children will be able to understand us by using visual resources, such as drawings or flashcards and gestures.

As regard to storybooks, children love them, but it's important that the teacher doesn't just read the story, because in this way, children will be bored and they won't understand anything. Instead, the teacher should perform the story

through gestures, and appropriate visual materials to help pupils to understand it, while he or she involves them in the story by interacting with them, to motivate them and checking they are following and understanding the story.

Teachers can take advantage of using games in the classroom. Children love playing and they can also learn through playing, because in this way, they interact with the teacher and their mates and in interacting, they can develop language skills. When children are playing, they are not aware of they are learning at the same time, so they learn without thinking about that.

Before the game starts, the teacher should give pupils clear instructions through gestures and appropriate examples to show them how to play.

As long as the pupils are playing, the teacher should control the game at all times, but without it loses its playfulness.

Teachers should consider which games to use, how to use them, how to link them with the programme and how different games will benefit children in different ways. For example, a game played in pairs may involve more children in oral interaction for longer than a teacher-led game. Besides, the games in which children have to wait for their turn for a long time, can be boring for them, so they won't pay attention and they won't learn anything.

With reference to songs it's important to involve children to participate actively by singing and doing different actions at the same time, to help them to understand what is the song about.

Besides, it's convenient to sing the song at least twice without music so that they can practise the lyric and all the actions before.

To sum up, teachers should involve pupils' participation in the classroom and encouraging them to use the English language as much as possible. The English lesson should be a time use the language to help pupils to develop the different skills so that they can communicate independently later.

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